

Exceptional Family Member Program Spring 2005



No Child Left Behind Act

NCLB requires all states that accept Title I funds to bring all students to a proficient level in reading, math and science by 2014.

To achieve that goal, states are required to:

1. Develop high academic standards that are the same for every student.
2. Develop annual academic assessments for all students.
3. Ensure that there is a highly qualified teacher in every classroom. Paraprofessionals must have 2 yrs of college or pass a test. The test will assess their ability to support teacher in reading, writing and math.
4. Set annual yearly progress targets and annual measurable objectives for student progress.
5. Define the amount of academic progress that school districts and schools must achieve each year in order to reach the proficiency goal by 2014, known as "adequate yearly progress" or AYP.
6. Ensure that school districts assess at least 95 % of students.

Purpose:

Accountability for results.

An emphasis on doing what works based on scientific research.

Expanded parental involvement and options.

Expanded local control and flexibility.

Goal is to raise the academic achievement of all students.

UPCOMING EFMP FAMILY EVENTS

Spring Fling Party,

Lets make May Day Baskets and fly some kites.

30 April 2005, 10:00 am—12:00 pm, Soldier Family Support Center, Normandy Drive Building 7264.
Sponsored by EFMP and New Parent Support Programs. RSVP by 25 April at 239-9435.

June Pool Party

Date & Time To Be Announced

EFMP Summer Camp

06 July, 2005, 0900-4:30 pm Rock Springs 4-H Center, 5405 West Highway K157, Junction City, Ks.
Limited to 6 years old and above.

Special Needs Rodeo

July 23, 2005 500pm – 7:00 pm. JC Rodeo Association

A Trip To The Pumpkin Patch

22 October, 2005 10:00-12:00 Soldier Family Support Center, Normandy Drive Building 7264.

Decorating pumpkins and riding the wagon to the pumpkin patch.

Sponsored by EFMP and New Parent Support Programs.

EFMP Holiday Celebration

06 December 2005 6:00 p.m. to 8:30 pm. Location to be determined.

Reading Is A Gateway For Being Successful

Research has proven that children need to have basic reading skills. Children who read well in the early years will be more successful in their later years.

Some of our children struggle with fundamental reading skills. Children who cannot read at the basic level are at 40 % in our nation. Students who have shown no progress or at the lower performing reading scale over the last 10 years have shown to be less successful in their later years. Seventy percent of low-income fourth grade students cannot read at a basic level. Statistics show half of the students who live in the urban areas cannot read at the basic level.

Research has proven that sound scientific-based reading instructions can and will work to help children learn how to read.

The Reading First program will be a national reading program that is classroom-focused to help each student become a successful reader. This program is different in specifying what should happen for every student to become successful readers in each classroom. Specific funds have been established for school districts to have high-quality, comprehensive reading instruction for all children in kindergarten through third grade; along with ensuring that teachers have all the necessary tools to provide skill based reading instruction for the classroom. Schools that receive Title 1 funds may apply for Reading First grants to pay for classroom-reading instruction.

Five Key Early Reading Skills:

1. **Phonemic Awareness:** the ability to hear, identify and play with individual sounds– or phonemes– in spoken words.
2. **Phonics:** the relationship between the letters of written language and the sounds of spoken language.
3. **Fluency:** the capacity to read text accurately and quickly.
4. **Vocabulary:** the words students must know to communicate effectively
5. **Comprehension:** the ability to understand and gain meaning from what has been read.

The goal will be to have every child to become successful and proficient readers no matter of their economic circumstances or family background.

If your child attends a school that does not receive Title 1 funds, you will simply know if your child's school is improving at the required rate. You will know which subjects your school teaches successfully. Children attending schools that receive Title 1 grants will have more choices.

CYS offers Free Saturday childcare for families of deployed soldiers.

Care will be available for: SAS youth at Building 6620, 239-9220 and CDC children at Building 6950, 239-9935.

For more information and to register call the numbers listed above.

MEDICAL

- ▶ To keep current EFMP records Contact the Special Needs Advisor at IACH, 1E20 at 239-7198.
- ▶ Call Irwin Army Community Hospital for appointments at 239-3627 (DOCS) or 888-239-3627.

TRICARE:

- ▶ **TRICARE** help@amedd.army.mil Telephone Number is 888-874-9378.

TRICARE West Region, TriWest Healthcare Alliance (TriWest) manages your behavioral health care benefits, at 1-888-**TRIWEST** (1-888-874-9378) or www.triwest.com

Your behavioral health care provider is responsible for obtaining prior authorization for behavioral health care visits beyond the initial eight. If your provider determines that continued care is necessary, they should complete an Outpatient Treatment Request Form.

- ▶ **TRICARE Special Needs:** www.tricare.osd.mil/special_aud/disabilities.cfm

▶ **Reimbursement for Medical Travel Costs:** contact Sandy Matthews, Airevac Clerk, 239-7740, Irwin Army Community Hospital. Families need authorized referral from a referring health care provider. Reimbursement is usually over 100 miles. Families need all receipts.

Great Websites

Military Home Front: www.militaryhomefront.dod.mil Information on the Department of Defense efforts and civilian community programs to support families with special needs within the military community.

Kansas Disability Resources, Family Village Community Center,

<http://www.familyvillage.wisc.edu/comm/kansas.html> A great list of websites addressing various types of resources working with special needs in Kansas.

Military Child Education Coalition: www.militarychild.org/ Great article on staying involved with your children's education during deployments.

Wrightslaw: www.wrightslaw.com This site provides up-to-date information about special education law and advocacy for children with disabilities.

Self Help Network: www.selfhelpnetwork.wichita.edu/ A website listing support groups in the state of Kansas.

Military Child Education Coalition: www.militarychild.org This site provides military and schools in delivering information to meet transitions for students development and educational needs.

Support Services For Families:

◇ Chaplain Family Life Center, Bldg 405 at 239-3436.

◇ Parents Helping Parents, 785-532-6984, KSU Family Center, Campus Creek Rd, Manhattan, Ks.

◇ Fort Riley Cancer Support Group, 239-7163, Irwin Army Hospital.

EDUCATIONAL

Check out the EFMP upcoming events and last year's activities.

Go to: Fort Riley Home Page: <http://www.riley.army.mil/>

Click on Services, Family Services, Army Community Service, EFMP. Scroll down to the end of the page for specific events.

Click on these to view the Trip To The Pumpkin Patch and EFMP Holiday Celebration events.

<http://www.riley.army.mil/view/document.asp?ID=176-2005-01-25-36140-46>

http://www.riley.army.mil/view/document.asp?ID=003-2005-01-25-36257_19

Eighty Percent of Learning Is Through Visual Development

Vision goes beyond and can best be defined as the understanding of what is seen. Vision involves the incoming visual information, process that information and obtain meaning from it. Delay in visual development can interfere with total development and the close interrelationships between all sensory systems (sensory motor integration). Vision is learned; therefore vision is trainable.

There are many important visual skills that might not be developed even though visual acuity is at a normal range. The visual acuity is an examination that measures a distance of twenty feet known as 20/20 vision.

One of the more important visual skills is the ability for the two eyes to work together. While learning to read the eyes focus inward so that they are aimed at the reading task.

If the eyes have a tendency to deviate outward, the child must use excess effort and energy to maintain fixation on the reading task. The greater amount of energy involved in reading the lower will be the comprehension and the lower will be the performance. When reading, if the eyes do not move smoothly over a line of print, but rather they make a series of fixations looking from word to word. A child loses their place while reading and/or uses their finger or a marker to maintain their place. When a child is learning and reading, they tend to avoid the reading task because of the difficulty of reading. This can be compounded by the fact that anything the child doesn't do well, they will avoid doing. This leads into giving children labels. Examples of choosing to look out the window rather than paying visual attention. Often a child can be given labels such as dyslexia, minimal brain dysfunction, learning disability, attention deficit disorder, etc.

The span of perception is also related to success in school. Many children see just one word at a time with each eye fixation. Reading speed can be improved by learning to see two, three, or more words with each eye fixation.

A suggested test used in optometric offices is to have the child read words while looking into an instrument called a Telebinocular. The performance is compared between reading with either eye alone with both eyes together. The difference in performance is often quite dramatic if there is an eye-teaming problem. One eye performance might be quite satisfactory, but reading with both eyes together will be slower and many more errors will be made.

The article suggests seeking out an optometrist who will do a comprehensive test. This website provides a list of suggested tests to be covered during a comprehensive eye examination. Approximately ninety four percent of children will have reduced visual skills. Sixteen percent will suffer from inadequate visual skills.